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ABSTRACT

During Pilot A of Phase II of the Social Service Aid Project under a contract designed to implement a program of exemplary education for the career development of paraprofessionals in social and/or human services, Prairie State College, Chicago Heights introduced two courses into its curriculum, a group work course and a field practicum. The 16 enrollees were recruited among staff and volunteers of Chicago Heights agencies and organizations, most were middle-aged, worked at least part time, and had family responsibilities. Evaluation was performed by the students through questionnaires and informal discussions, the instructors, agency directors, and others. Low attrition and high attendance rates as well as positive evaluation by students contributed to course success. It was concluded that testing an innovative curriculum requires teachers who understand and agree with the method of creating that curriculum. In addition to the evaluation, interpretive analysis was mode of the specialized courses and Human Services Core Curriculum, content of required courses and the outline for associate degree, and the success and significance of the group work and practicum courses. Phase I is available as ED 035 062 (RIE, May 1970), and related documents are available as VT 012 530-012 533 and VT 012 535 in this issue. (SB)

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Phase II Final Report

PILOT "A CURRICULUM EVALUATION AND INTERPRETIVE ANALYSIS

Project No. 7-0329
Grant No. OEG-0-8-070329-3694 (085)
SOCIAL SERVICE AIDE PROJECT
For the Training and Education of
Paraprofessionals

September 30, 1970

Career Options Research and Development
-A Special Project of
the Young Men's Christian Association
19 South La Salle Street
Chicago, Illinois 60603

This project is supported by the U.S. Office of Education, Bureau of Research, Department of Health, Education, and Welfare, under Section 4 (c) of the Vocational Education Act, 1963. Points of view or opinions do not, however, necessarily represent official Office of Education position or policy.

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Phase II Final Report

Pilot A Evaluation

Prepared by Jean Wetzel

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EVALUATION OF PILOT A

I. BACKGROUND

A. History of Prairie State College Participation

In 1964, Prairie State College, then Bloom Township Community College, met with three other Junior Colleges and with the YMCA of Metropolitan Chicago to establish a course of study toward the Associate of Arts degree in Social Service. The joint Administrative and Policy Committee set up to facilitate their cooperation included Albert M. Martin, then Dean of Prairie State and President of the Illinois Association of Junior Colleges.

The coalition drafted a proposal in 1966 requesting various sources of funding, private and governmental, to pursue their goal. In August of 1968, the U. S. Office of Education responded to the proposal with support for the research component of the joint program, to be conducted under the auspices of the Metropolitan YMCA.

The work of the first year ("Phase I") of the Social Service Aide Project was carried out by a task force comprised of faculty and other representatives of the community colleges plus the small staff of YMCA-SSAP, Robert Taylor, Director of PSC's Department of Human Services, and Teacher-Coordinator of the PSC-SSAP was a member of the task force as were Mary Ann Johnson and Shirlee Wheeler, both of the Department of Human Services. Of these three, Mrs. Johnson became most involved with the task analysis of cooperating agencies and with the subsequent curriculum development.

During the first quarter of Phase II, Robert Taylor was replaced by Raymond Lindstrand as Director of Human Services and Teacher-Coordinator of SSAP. A subcontract was written to formalize commitments of the College to test parts of the Core Curriculum within their Social Service Aide Program. This commitment was implemented through establishment of SS203 (Group Work and Sociotherapy) during the spring quarter of 1970 and of the Group Work Practicum in the summer session of 1970. Relationships were formed with both Governor State University and Bloom Township High School and a Community Workshop on Career Development was held in further compliance with the subcontract (see Appendix).

At the same time, as Coordinator of the Teacher Aide Program of Prairie State, Mary Ann Johnson was continuing the use of task analysis for curriculum development of Teacher Aide courses.

Mr. Lindstrand announced in May of 1970 that he would be resigning as Director of Human Services, effective August 31, 1970. Over the summer months, applicants were interviewed by Mr. Lindstrand and by Nello A. Petersanti, Dean of the Occupational Services Division. By the beginning of September, 1970, no replacement had been found, and

Robert Soong, Director of YMCA-SSAP (CORD) recommended to PSC administrators that Mrs. Johnson be considered. On September 16, 1970, Dean Petersanti wrote that he had asked Mrs. Johnson "to act as the liaison person between the college and your office until such time as we hire a Director of Personal and Public Services."

B. Prairie State as a Community College

Prairie State College was organized in 1958 to serve the southeast segment of Cook County, an area dominated by industry and containing a very diverse population. Chicago Heights, the site of the PSC campus, lies adjacent to East Chicago Heights, a poverty stricken community, and South Chicago Heights, a wealthy suburb neighboring Park Forest. Paradoxes abound. You'll find here one of the highest ratios in the state of doctors per capita; and you'll find infant mortality rates that exceed the poorest communities in Chicago. Over a thousand migrant laborers flood the area every summer to work the farms; many "settle out" of the migrant stream and look for employment in the factories. The growing Spanish-speaking community competes with the Black community for very scarce resources. Housing is in short supply. Health care is simply unavailable to many residents and most migrants. Add to that, whites of many ethnic origins, rich and poor alike, and the result is a seriously fragmented community.

The four high school districts that "feed into" Prairie State College reflect this diversity. Each district is administered by its own board and relies heavily on local funding. Homewood-Flossmoor and Rich Township schools are suburban schools, college-oriented; their graduates enter PSC looking for liberal arts courses, ie the first two years of a formal education that will extend through at least a BA/BS degree. Bloom Township, with a heterogeneous student body, offers a fair balance of vocational-technical and college-oriented curricula. Crete-Monee is a small conservative district which will see changes in its student body as it incorporates a moderate-income "new town" now under construction.

Among the first decisions that a community college must make is which of the "communities" it will serve. For the first decade of its existence, Prairie State offered a basic liberal arts program plus well-established vocational-technical programs such as drafting technologies and applied arts. The past two or three years have seen the addition of Child Development, Mental Health Technology, Teacher Aide, and Social Service Aide which comprise the Department of Human Services, as well as Fire Science and Public Safety which will in the future be combined with the Human Services into a Division of Public and Personal Services.

These new programs besides offering more career options to recent high school graduates were intended to appeal to a different "community", namely to older persons with an employment history, especially minority and low-income groups who have not previously been given the opportunity to continue their formal education. This emphasis has profoundly influenced the processes of innovation and curriculum testing which we have been observing in Phase II.

The shift in emphasis to including a "new kind of student" has significance as well for college-community relations. Through the early sixties, PSC, like many American colleges, was involved with the lower-income communities via such projects as 1) cooperation with the Human Relations Council in tutoring projects and 2) channeling volunteers to a settlement house (Jones Community Center) to assist with recreational and educational projects. Those interested in community improvement are now seeing a different approach to the goal, by absorbing "community people" into the same institutional channels that have promised upward mobility to middle class students.

Strains within the college community exist at Prairie State, as at other colleges. There have been student demonstrations, a teachers' strike, angry disputes at Board meetings and the firing of the President. Disorganization and divergent interests within and between the many communities have prevented the end-process of polarization, despite events and actions which would have triggered that process in other settings.

C. Relationship between PSC-SSAP and YMCA-SSAP (CORD)

Phase II has proceeded through changes in personnel and has involved some learning by both sides of our respective capabilities and intentions. As noted earlier, Ray Lindstrand replaced Bob Taylor for PSC; Emily Abbott served as liaison for SSAP (CORD) for about a month before leaving the project and was replaced by Jean Wetzel in February, 1970.

The liaison relationship was further conditioned by the following factors:

1) Different calendars: The end of Phase I overlapped the beginning of the college fall term. Thus in the fall of 1969, PSC offered their first courses in the Social Service Aide Program. The time needed for "negotiation" of the subcontract as well as lead time for hiring teachers, recruiting students, receiving Board approval etc. meant that work specified on this contract did not begin until the spring semester 1970.

2) Institutional structure: A full test of the curriculum would have required interdepartmental and interdisciplinary cooperation to an extent that is unprecendented at Prairie State. A less ambitious test would have sought to establish a core curriculum for human services programs alone, having accepted the compromise of requiring the standard English, Biology, Social Science, Physical Education, etc. courses. Although he was Director of the Department of Human Services, Mr. Lindstrand did not have the authority to effect even the less ambitious test. His role was pre-defined as one of assisting, rather than directing, Program Coordinators. He was further required to be the Coordinator of the Social Service Aide Program. While he could influence the content of what was taught under the scheduled course titles, actual changes in such things as credit requirements, faculty, and the offering of new courses, required approval of the Dean of Occupational Services and of the Board.

Mr. Lindstrand's concurrent position as negotiator for the Teachers Union (Cook County College Teachers Local 1600 of the American Federation of Teachers) affected the project directly by consuming his time and attention for several weeks at a time. It may have had some indirect effects, positive and/or negative, through its influence on his relationships with administrators and with the teaching staff.

3) Need for supportive community structure: In choosing to go the "New Careers" route, Prairie State has put itself in the position of advocating job restructuring, career ladders, credit for work experience, and other goals which prescribe a new role vis a vis the social services, community agencies, institutions, civil service, governmental structures and other employers. It was found that while private employer-agencies are very amenable to cooperation, they are also small and are themselves struggling for survival. These agencies have long ago hired nonprofessionals to do a professional job because it's "what they can afford." It doesn't really make sense to talk of career ladders in a 4-man agency. The large public agencies, on the other hand, easily rebuff the college's advances through indicating that the college should "mind its own business" (defined narrowly), or by referral "upstairs" (to Springfield -- the State capital, Washington, the "budget people," the taxpayers) generally to a level that a junior college cannot address.

The need for increased community support can be documented in our joint and relatively unsuccessful efforts to create and maintain a task force to oversee the pilot project. The monthly meetings during the spring of 1969 dwindled in attendance and interest over the summer months. Efforts to reconstitute and revive the task force during the spring of 1970 were largely unsuccessful. Many agency personnel professed to be too busy with other responsibilities; other invitees simply failed to respond. It is anticipated that Phase III will see renewed efforts to organize a task force of different proportions.

The formulating of a subcontract was very useful in specifying the respective roles of PSC-SSAP and YMCA(CORD). The resulting agreement (see Appendix A) laid out a scope of work which was manageable and progressive. As measured against the yardstick of the contractual agreement, Pilot A has been very successful. There were also accomplishments in line with our goals which were independent of the contract.

II. PILOT A - DESCRIPTION

Two courses were introduced into the Social Service Aide Program at Prairie State. The selection of the group work focus was based on 1) Phase I task analysis, specifically findings regarding agencies in Chicago Heights and vicinity, 2) an informal survey of paraprofessionals in social service occupations in the area and 3) gaps in the Social Service Aide Program offered by Prairie State as measured against the Human Services Core Curriculum.

The careful consideration given to selection of the course focus and to planning of conceptual content were the first departure from "standard operating procedure". Other innovations were 1) offering SS 203 off-campus (at Jones Memorial Community Center), 2) offering the Practicum as a movable-site course, 3) hiring of instructors, who are also "off-campus", for these specific courses rather than using teachers already on faculty, 4) combining individual counseling and total group classes in a single course, 5) development and evaluation of course materials on a day-by-day basis, 6) regular contact with directors and other professional staff of the agencies employing the "students", for their assessment of improved performance and understanding and 7) overall incorporation of "New Careers" concepts and goals.

The instructors were Miss Gerri Sullivan, Director and only paid staff member of Respond Now -- a small social action agency in Chicago Heights, and Mr. Paul Popper, staff member of the Institute for Juvenile Research, Chicago. Their combined skills and knowledge areas included research and social services, psychology, sociology, social work. Both young, the instructors approached the task with enthusiasm and commitment, expending far more time and effort than was anticipated.

Enrollees were recruited among staff and volunteers of Chicago Heights agencies and organizations. The instructors can be credited with recruitment of most of the 16 who signed up for the SS 203 course and the 8 who took the subsequent Practicum course. The enrollees were older than "regular" PSC students; most were middle-aged, the youngest in the class was 26. All were working at least parttime, some up to 60 hours a week, and most had family responsibilities. Of the 12 who completed SS 203, only 2 had had any precious experience with collegiate work. Some had not even finished high school. True to its word, the college waived the high school requirement and accepted for credit all who applied.

Further description of these courses can be found in the Prairie State College evaluation of Pilot A. See also Fourth Quarterly Progress Report and earlier Quarterly Reports.

III. EVALUATION

Evaluation of: was done by:	Total Course	Students	Instructors	Material
Students	X		X	X
Instructors	X	X		X
Agency Directors	X	X		
Others: PSC Liaison	X		X	X
Dean of Occupational Services			X	
SSAP(CORD) Laision	X		X	

The major criterion in evaluating both SS 203 and the practicum was applicability of content to actual work situations.

Evaluation performed by students of the total courses was conducted through both formal means (questionnaire) and informal ones (feedback in class, at the special feedback session held June 20 and at the "New Careers in Human Services" Workshop, August 26). One of the enrollees reported at the Workshop that he recently passed an oral examination in group work with an A grade in applying for employment with the State of Illinois, a success he attributes directly to SS 203 and Practicum. Another enrollee was so encouraged by these courses that she enrolled in September, 1970, at Prairie State as a full time student.

Further evidence of the overall success of these courses are: 1) low attrition rates as compared to "regular" courses at PSC; Out of the 16 who signed up for SS 203, 12 completed the course. Out of 12, all wanted to take the Practicum, only 8 were able to do so, however. The other four had to drop out due to such "natural causes" as hospitalization, moving to another city, and not being able to make adequate child-care arrangements. 2) high attendance rates; 75 - 80% were present at every class session.

There may have been some "Hawthorne effect" in the enrollees' overwhelmingly positive assessment of the course. The fact that this class was one of a kind and further that it represented the first steps of an educational institution toward meeting the needs of "New Careerist" may have increased their motivation to make it a success. Nevertheless, the enrollees reported individually that the knowledge and skills gained through these courses were demonstrably beneficial not only in their work but also in other areas of life -- volunteer work, organizational affiliations, and family life.

Student evaluation of the course materials was done in class. Since it was recognized that the enrollees had full time responsibilities outside of their new academic work, no homework or outside

reading was expected of them. All materials were thus introduced, read and evaluated in the classroom.

The instructors were in the best position to evaluate the course, the students' progress, and the value of the materials. They were pleased with the ability of the enrollees to understand and apply sophisticated concepts, generally to handle college-level work. They found the students both open and perceptive in describing the problems they experienced in their work situations. In fact, the instructors learned more about the work done by enrollees and could measure their progress much better than could the agency directors and supervisors responsible for that work.

Both the instructors and Mr. Lindstrand were in close touch with the employers. These directors and supervisors were not really very helpful either in defining the work done by New Careerists or in noting their degree of progress.

In fact, the very lack of supervision, guidance, assessment, and support for the paraprofessionals within these agencies led them repeatedly to seek individual counseling and advice from the instructors. The director of one agency, employing four of the enrollees, was sufficiently impressed to promise increases in salary.

The PSC Dean of Occupational Services also provided some overview of the pilot. He felt, as did the two liaisons, that the crucial factor in the success of the project was the quality of the teachers, and, upon Mr. Lindstrand's resignation, he offered the position to Miss Sullivan.

The overall conclusion we are forced to reach is that the process of testing an innovative curriculum requires teachers who understand and agree with the method of creating that curriculum. In this case the instructors readily grasped the career-orientation upon which the curriculum is based; they were familiar with the Phase I Final Report; they were experienced in the world of work, the agency situations, the problems and needs of the Heights' low-income communities. Academic qualifications of teachers would seem to be necessary but by no means sufficient for testing of the Human Services Core Curriculum.

Two additional courses were lifted in toto from the Human Services Core Curriculum. They were Community Organization (HSCC's Community Resources) and Modern Social Problems (HSCC's Social Problems). Fewer experimental variables were present in these course offerings than with the Group Work and Practicum courses we have focused on. They were offered on campus, and taught by "regular" faculty; "regular" students in the Social Service Aide Program took the courses. Since

we could not apply the yardstick of applicability to work situations, a more standard evaluation form was devised and, following the summer session, was sent to all students enrolled in the courses. This form has been included in the appendix, and we will present the evaluation of these courses with first quarterly report of Phase III.

In addition to expanding the course offering of the Social Service Aide Program, Prairie State had contracted (see Appendix) to "push" the concepts of career ladders and restructuring in their contacts with employers and to initiate relationships with both senior institutions and secondary school districts to extend the curriculum. In both functions, the College cannot be faulted for lack of trying. These schools and agencies are now at least brought up to date with the "New Careers movement", the aspirations of paraprofessionals, and the purposes of a Human Services curriculum.

Dr. Newland, Bloom Township High School Dean for Curriculum Development, has invited Prairie State and SSAP(CORD) representatives to bring a proposal for a Social Service Aide Program to the fall, 1970, meeting of the Vocational Advisory Board. Although Dr. Newland was contacted in March of 1970, the long lead time required by the public schools meant that September, 1971, would be the earliest that such a new program could be implemented. Because Mr. Lindstrand felt that Bloom Township was the "best bet", relationships with the other three secondary school districts were not initiated. In reassessing this judgment over the summer months of 1970, Mr. Lindstrand has recommended that contacts be made with these other districts in the near future.

Both the President, Dr. Engbretson, and the Liaison to Community Colleges, Dr. Albert Martin (see Background of this paper), of Governors State University have given verbal assurance that any credits granted by Prairie State College, whether for academic, work, or life experiences, will be recognized and accepted by Governors State University. Since this senior institution is still on the drawing board, however, such intent may be subject to change, and SSAP will continue to push for written verification.

Dr. Wade, the Academic Dean of GSU, has expressed reservations about the introduction of "graduate level" concepts at the AA-level. Mrs. Johnson will be meeting with him during Phase III to begin the articulation process. The evaluation completed thus far indicates that mature working students can comprehend and use high-level concepts. Within the first quarter of Phase III, we will be evaluating this capacity in "regular" students and will be better able to address Dr. Wade's concerns with research findings.

Less progress has been made by the College on the contractual agreement to: demonstrate, test and evaluate a procedure for granting and recognizing College credit for life and work experience.

Credit is, of course, granted for work performed in a practicum course. And provision is made that department heads can waive course requirements. A structured and standardized procedure has not been worked out, however, and it is recognized that leaving it to department heads permits inequitable treatment of students. The Illinois Junior College Board has mandated the community colleges of the state to develop proficiency examinations for all courses. The faculty of Social Service Aide, Teacher Aide and Mental Health Programs have begun to devise these examination schedules and it is anticipated that Phase III will see at least a first draft of their product.

IV. PLANS FOR THE FUTURE

Throughout Phase II, Mr. Lindstrand has been in touch with the Illinois Commission on Human Relations; the foundation has been laid for development of a program in Race Relations Assistant, an interdepartmental effort between Human Services and the Black Studies Department.

Consideration has been given to the development of interdisciplinary courses, particularly the biology, communications, and physical education courses specified by the core curriculum. Also under consideration are the development of additional specialized options, for example recreation aid, youth worker, community organization worker, and gerontology specialist.

While adding breadth and depth to the AA level programs, Phase III will focus on the extension of the basic curriculum into the high school and senior college levels.

Prairie State has been a strong advocate of task analysis for curriculum development and will undoubtedly be playing a leadership role in human services program innovations at all levels of the educational structure in Illinois. Phase III will enable PSC to strengthen its leadership capacity.

An education, particularly a career-oriented education, cannot be evaluated exclusively in terms of what happened within the classroom. Although some excellent and much-needed materials were developed in this pilot, we view them as a by-product. Other "products" will be determined in the year to come as we take a more "traditional research" approach in assessing the impact of this pilot on the students, the college, and on human services in the community.

Pilot A Evaluation: Appendices

1. Social Services Aide Project Education and Training Subcontract Agreement between SSAP(CORD) and Prairie State College approved by the PSC Board, December 18, 1969, signed February 3, 1970 and effective February 1 through September 30, 1970.

2. Human Services Program -- 1969-1970, written by Mr. Raymond Lindstrand for the Community Workshop, August, 1970.

3. Prairie State College Social Service Aide Program Curriculum, written by Mr. Raymond Lindstrand, August, 1970.

4. Course Descriptions of PSC courses written by Mrs. Mary Ann Johnson, summer, 1970.

5. Governors State University Information Sheet, January, 1970.

NB: The additional documents in support of this evaluation will be subject to late submission. They were authored or supplied by PSC personnel and include: 1) the questionnaire completed by all students enrolled in SSAP courses at Prairie State College; 2) Revised syllabus and Instructors Guide for the Group Work Course; 3) Partial syllabus for Casework Courses; 4) Pilot A Evaluation written by Mr. Raymond Lindstrand, and 5) Description and materials produced for the Teachers Aid Program, Prairie State College.

Metropolitan Offices
of the YMCA of Metropolitan Chicago
19 South LaSalle Street, Chicago, Illinois 60603

SOCIAL SERVICE AIDE PROJECT

EDUCATION AND TRAINING SUBCONTRACT

A G R E E M E N T

THIS AGREEMENT, made and entered into this _____ day of _____, by and between the Young Men's Christian Association of Metropolitan Chicago, hereinafter referred to as "contractor", and _____, an educational institution in the city of _____, State of _____, hereinafter referred to as "college".

W I T N E S S E T H :

WHEREAS, contractor contracted with the U.S. Department of Health, Education and Welfare under Section 4 (c) of the Vocational Education Act of 1963 has received from the U.S. Department of Health, Education, and Welfare a grant to fund such participation and

WHEREAS, the purpose of this agreement is to provide the educational component necessary to implement a program of exemplary education for the career development of paraprofessionals in social and/or human services, hereinafter referred to as "The Social Service Aide Project"; participants in such program to be hereinafter referred to as "enrollees."

WHEREAS, a task force will be formed by contractor and college to involve community groups, agencies and institutions, in the demonstration and evaluation of social service curriculum and career ladders.

NOW, THEREFORE, contractor and college, through the afore-mentioned committee, do hereby agree for the contract period from _____to _____ as follows:

A. The College Agrees:

1. To offer a minimum of two courses, three semester hours each, during the spring semester, 1970 and one during the summer session, 1970. Both courses will be appropriate to the needs of the participating agencies, and will be compatible with the core curriculum of SSAP as outlined in the Phase I Final Report. They will be planned and developed by the job analysis techniques to implement the Group Work career ladders.

2. To fully accredit the courses to be offered and to take specific steps to secure the acceptance of these courses as transfer courses by senior institutions, particularly Governors State University which is now planning programs in the human services area.

3. To cooperate with the contractor in the development of appropriate means of evaluating the educational outcomes of the institutional activities conducted by the college and the extent to which the on-the-job effectiveness of the trainees is enhanced through participation in the program. Specifically the college agrees to cooperate with the contractor in facilitating any cost benefit analysis that the contractor may develop. In addition, the college aggrees to develop an exemplary evaluation program, which will include individual and group visitation, conference with instructors, professional and paraprofessional personnel from the cooperating agencies, and student feedback on instruction and curriculum.

4. To promote and assist agencies in the demonstration of the career ladder concept and appropriate utilization of staff. Specifically, the college will cooperate with the contractor in inducing cooperating agencies to restructure their patterns of utilization of human service manpower in order to implement the career ladder concept.

5. To recruit and compensate instructors who will be able to work effectively with new careerists. The college also agrees to conduct any necessary in-service training for instructors that may be required to increase their effectiveness and relevance to training and education of paraprofessionals.

6. To recruit students, with the active involvement of the cooperating agencies, who are either now employed by the agencies or who are likely to be employed by the cooperating agencies or other agencies. The college further agrees to accept students regardless of their previous educational background or career attainments, and to take positive and specific steps to develop financial support in the form of scholarships, aids, and/or grants based on need. The latter activity will include public information activities designed to develop interest in the project and financial support on the part of community, civic, business, industrial, and religious groups.

7. To participate in the refinement and modification of the core curriculum as indicated by the short-term and long-range results of the evaluation program.

8. To assist in the expansion of the human service career ladders and related curriculum above and below the AA level. Specifically, the college agrees to initiate discussions with its four feeder high schools and the new Governors State University in order to explore the potentiality for an integrated and progressive curriculum. The college also agrees to establish short-term certification programs as appropriate.

9. To take concrete steps to expand human service career ladders by means of new curriculums. Specifically, the college agrees to develop and promote AA programs in two new areas: mental health and comminity organization. These programs would be inauguarated in the

fall of 1970, subject to local community needs.

10. To provide such support activities as the preparation of institutional media; duplication services; clerical and secretarial services, office and classroom facilities and involvement of various staff members as needed.

11. To assign the Director of Human Services as local coordinator to the project. The director will be responsible for carrying out the responsiblilty of the college under the terms of this contract.

12. To demonstrate, test and evaluate a procedure for granting and recognizing college credit for life and work experience.

13. To maintain and make available such work records as to reasonably substantiate the above listed activities.

B. The Contractor Agrees:

1. To assist the college in carrying out all activities within the scope of work ascribed to the Social Service Aide Project.

2. To jointly conduct planning and orientation workshops for the said pilot project.

3. To administer the necessary funds as indicated in the sub-contract budget.

4. To maintain and coordinate the project activities with the college through the designated college liaison.

5. To assist the college in the demonstration and evaluation of the career ladders and the core curriculum.

6. To act in the interest of the U.S. Department of Health, Education and Welfare to provide the necessary guidelines and technical support for the project.

7. To provide staff support for the demonstration and evaluation of the career development program.
8. To provide data support for those courses agreed upon between the contractor and the college.
9. To provide, when and where necessary, other forms of institutional support as in-kind contribution from the contractor, for the demonstration and evaluation of the said project.
10. To provide staff assistance in activities pertaining to funding, program development, technical input, and evaluation to further the objectives of this sub-contract.

In witness whereof, contractor and college have executed this Agreement as of the date entered above, the total cost of which shall be _____ as indicated by the attached budget.

_____

(Signature for the College)

Name:

Title:

Note: (Attach Budget)

_____

(Signature for the Contractor)

Name:

Title:

Human Services Programs -- 1969 - 1970

Introduction

During the summer of 1969, three programs were brought together into one area. Collectively termed human services, a pre-existing mental health technology program and two new programs, social service aide and teacher aide, have been functioning under the general supervision of a director who has also been acting as teacher-coordinator for the social service aide program. Two other full-time staff members have also been involved, one as teacher - coordinator for the mental health technologist program and one as teacher -- coordinator for the teacher aide program.

This brief report summarizes some of the highlights for each of the three programs for the academic year, 1969 - 1970. Some indication of what is being planned for the future development of each of the areas as well as for the human services area as a whole is also included.

Mental Health Technologist Program

Established in 1968, the mental health technologist program was handicapped during its first year by the failure to provide it with a full-time teacher-coordinator. During this past year, however, under a full-time person, recruitment efforts were intensified, and the number of cooperating agencies was increased. In addition to its earlier working relationship with nearby state hospitals, the program has utilized the facilities of a private mental health center, a school special education center, and a public community health center.

The total program consists of a number of general, collateral, and specialized courses totaling 69 semester hours. The specialized courses are listed below. Credit is shown in parentheses after the course title.

MHT 101 Introduction to Mental Health (3)
MHT 102 Behavior Dynamics (3)
MHT 111 Theory of Group Dynamics (2)
MHT 112 Group Sensitivity Training Lab (2)
MHT 201 Mental Health Services (3)
MHT 202 Learning Theory & Behavior Modification (3)
MHT 211 Group Techniques (2)
MHT 103 Practicum (4)
MHT 204 Advanced Practicum (3)
MHT 212 Group Dynamics Practicum (2)

The program graduated its first associate degree students in June, 1970. Four students completed the two-year program. All four are presently employed in the mental health field, one at the Tinley Park Mental Health Center in the Children's Unit, while the other three are at Manteno State Hospital. Of the four graduates, two will enroll in George Williams College in the fall of 1970 to pursue advanced undergraduate studies.

In order to properly staff the specialized courses, the teacher-coordinator for the program recruited particularly well qualified part-time instructors. In

most instances, persons who taught the specialized courses were recruited from mental health specialists engaged in full-time work in the field. The only exception was in staffing MHT 202 (Learning Theory and Behavior Modification) where the instructor was highly trained in the area, but did not need the field experience required in the other courses.

Long range planning for the Mental Health Technology Program envisions the development of a child care option. Some preliminary discussion with relevant persons in the Illinois Department of Mental Health have already taken place. In addition, it is anticipated that such a new program will encompass elements of the existing programs in social service, teacher aid, and child development. This will necessitate a review of and revisions in the basic curricular core now employed in the present program.

Social Service Aid Program

The social service aid program was developed in the spring of 1969 and the first courses were offered in the fall of 1969. Federal funding has been available for initial development and for continuing study of new approaches to instruction in this field. As a result of this funding, there has been a shift in emphasis away from the so-called "typical" college student and toward the identification, recruitment, and training of persons already employed or involved in social welfare work but lacking collegiate level training in the field.

As originally developed, the social service aid program included 64 semester hours of general, collateral, and specialized courses. The specialized courses are listed below, with the credit in parentheses.

SS 101 Background of Social Welfare (3)
SS 102 Introduction to casework (3)
SS 201 Research Methods, Statistics, Reporting, and Recording (3)
SS 202 Advanced Casework (3)
SS 203 Group Work (3)
SS 210 Community Organization (3)
SS 111 Practicum (3)

Planning for future development of this program area includes the development of several options within the social service area. These include recreation aide, youth worker, and community organization worker. As already indicated, the emphasis will be placed on developing programs appropriate to the "new careerist concept." This means that efforts will be made to develop programs appropriate to the needs and interests of persons drawn from communities which have not traditionally viewed collegiate education as attainable or desirable. This emphasis has already been introduced into the program area by means of two courses, a group work course (SS 203) offered at local community center and a field practicum (SS 111) which is oriented to the practical application of group work theory to actual groups. With one exception, students in these courses have been drawn from the full and part-time staffs of local social service agencies. Most of the students have had little or no previous college work. Although evaluation of these two courses is still underway, it certainly appears that the experiment has met with some success. Student retention has been excellent and agency personnel appear to be pleased with the efforts to upgrade the skills and competencies of their sub-professional staff.

Teacher Aid Program

The teacher aid program was established in the spring of 1969 with the aid of a grant from the Office of the Cook County Superintendent of Schools. Two basic options were established a one-year certificate program and a two-year associate degree program. Since external funds made it possible to offer stipends to 30 prospective teacher aides, most of the emphasis was placed on the one-year program. These students were enrolled in the one-year certificate program which included general courses and specialized courses. The latter included Education 190 (Techniques of Pupil Supervision and Classroom Management), Education 110 (Creative Activities in the Elementary School), Media 103 (Use of Media and Equipment for Education Majors), Child Development 101 (Prenatal through Adolescence), and Education 221 (Practicum). In addition, the grant students carried general and collateral courses such as American Education, Elementary Games, and courses drawn from the liberal arts.

In addition to the one-year grant students, there were 35 non-grant students enrolled in the program. Eighteen were teacher aide students while the rest were pre-education majors, general liberal art students, and employed teachers who desired additional training. The spring practicum enrolled 30 students placed in 7 different school districts. All of these persons were paid $1.50 per hour during their training period.

The specialized courses within the program are listed below. Credit is indicated in parentheses.

Education 190 (Technique of Pupil Supervision and Classroom Management) (3)

Education 110 (Creative Activities in the Classroom) (3)

Education 221 (Practicum) (4)

Planning for future development of this area envisions the creation of two new options: special education aide and secondary school aide. During the spring semester, 1970, three new courses were approved: Education 215 (The Teaching of Reading in the Elementary School), Education 216 (The Teaching of Arithmetic in the Primary and Intermediate Grades), and Education 219 (Special Education: Curriculum, Methods, and Materials).

Education 215 and 216 were developed in order to broaden the basic teacher aide program while Education 219 was to provide the basis for the special education option. The special option will also draw from existing courses in the mental health technology program, particularly MHT 201 and MHT 202.

The secondary teacher aide option will be proposed within the next two years. One of the feeder high schools has already conducted a survey which indicated that high school teachers are generally favorable to the concept of teacher aides. Conferences with secondary school officials in the other local high schools have generally been positive. When college resources permit and when secondary school interest and need has been clearly established, the secondary school teacher aide option will be proposed.

The Human Service Area

In addition to the specific experiences and plans discussed under the three specicfic programs, there are several programs which are likely to be developed in the next five years but have not as yet reached even the planning stage. These include public administration aide, occupational therapy assistant and mental health educator. It is anticipated that certain existing programs, now placed in other departments of the college, will be brought into the human services area to create a Department of Public and Personal Services. These include child development, police science, and fire science. There are also plans for extensive re-evaluation of the existing courses and total programs with the aim of introducing basic core courses common to the whole area. This will enable the college to provide a more comprehensive program in this area while at the same time reducing instructional costs.

PRAIRIE STATE COLLEGE

SOCIAL SERVICE AID PROGRAM CURRICULUM

FIRST YEAR

Semester I		Semester II	
Social Service 101	3	Social Service 102	3
English 101*	3	Speech 101* or English 102*	3
Biology 121	3	Biology 122	3
Social Science 101	3	Social Science 102	3
Psychology 101	3	Humanities 201 or 202	3
Physical Education	1	Physical Education	1
	16		16

SUMMER TERM

Communication Arts 100*	5	Practicum 201 (in lieu of 3rd sem.)	3

SECOND YEAR

Semester III		Semester IV	
Social Service 201	3	Social Service 202	3
Practicum 201	3	Practicum 202	3
Psychology 102	3	Social Service 203	3
Sociology 211	3	Social Service 210	3
Electives**	3	Electives**	3
Physical Education***	1	Physical Education***	1
	16		16

*For those who indicate deficiency in English, course in Communications 100 (intensive work in this area) is advised.

**Electives to be chosen from this list: Psychology 203, Psychology 215, Sociology 211, Sociology 210, Sociology 212.

***Physical Education 202 - Principles of Recreation - 2 hrs (Proposed) may be offered in place of these.

Social Service Course Descriptions are attached. For other courses consult the current college catalog.

Biology 121	-Biology of Man
Biology 122	-Biology of Man
Humanities 201	-Greek & Hebrew Background of Western Civilization
Humanities 202	-Form and Structure in the Arts
Psychology 101	-Introduction to Psychology
Psychology 102	-Human Growth & Development
Psychology 203	-Abnormal Psychology
Psychology 215	-Social Psychology
Social Science 101	-Introduction to the Study of Contemporary Society
Social Science 102	-Introduction to the Study of Contemporary Society
Social Science 111	-Modern Social Problems
Social Service 101	-Background of Social Welfare

Social Service 102	-Introduction to Casework and Counseling
Social Service 201	-Research Methods, Statistics, Reporting & Recording
Social Service 202	-Advanced Casework and Counseling
Social Service 203	-Group Work and Sociotherapy
Social Service 210	-Community Organization Development & Planning
Sociology 210	-Marriage and the Family
Sociology 211	-Introduction to Sociology
Sociology 212	-Urban Sociology
Sociology 215	-Social Psychology

Social Service 101 - Backgrounds of Social Welfare

This course reviews the history of modern social welfare from its orgins in church responsibility in medieval times, the gradual assumption of responsibility by the state from the time of the Elizabethan poor laws, down to the present when massive state aid is provided in all Western nations. The philosophy of social work, rooted in Judaeo-Christian religious values, and enriched by the humanist traditions in the Western World, is examined. The major fields of social work, social casework, group work and sociotherapy, community organization and planning, research methods and social welfare institutions are included. The course offers students an opportunity to decide whether to continue further study in the field of social service and helps them make the decision as to career choices in this field.

Social Service 102 - Introduction to Casework & Counseling

Casework and counseling is a major field in social work, involving a helping relationship between counselor and client in problems of individual and family interaction, and aimed at the development and realization of highest human potentials. Casework in various settings, family service, child welfare, public aid, medical and psychiatric, and institutions for children, youth, aged, mentally ill, and mentally retarded, will be explored.

Social Service 201 - Research Methods, Statistics, Reporting & Recording

Basic to social work is the application of scientific method, which provides the facts to identify needs and support programs to meet such needs, and the understanding of human motivation and behavior which necessarily underlies the helping arts in their application to immediate personal problems of clients and communities. Descriptive statistics enabling students to read simple charts and tables, and elementary statistics of correlation, measures of central tendency and deviation, and probability are treated. Also, report-writing and recording, as these apply in social work settings.

Social Service 202 - Advanced Casework and Counseling

This is the second semester of Social Service 102, which is a prerequisite for 202. This course treats modern techniques of psycholtherapy and sociotherapy as the latter applies in individual cases of maladjustment, aimed at the development of competence in interpersonal relations. Techniques such as psychoanalysis, non-directive, and ego-directive counseling will be explored. Individual case studies will be discussed, as well as case materials developed from practicum experience of students.

Social Service 203 - Group Work and Sociotherapy

Group work and recreation is a major field of social work. This course examines group work in its many settings, public recreation, leisure time activities for children and youth, day and summer camping, playground and street corner work, and community and settlement house work. Recent developments in sociotherapy, including programs aimed at solution of problems of deviancy, such as alcoholism, narcotics addiction, marital problems, and mental illness, will be discussed. The enhancement of personality with and through the interactional influences of groups will be included.

Social Service 210 - Community Organization, Development and Planning

The third major field of employment opportunity in social work is in community organization. Among the concerns in this field are the planning and implementation of milieus designed to fill unmet community needs, eliminate poverty and inequality and other obstacles to the realization of fullest human potential, its focus being upon the larger social forces and groups in society, as compared to individual and small group focus of casework and group work. Community organization workers are found in planning agencies, fund-raising and coordinating activities, on boards of directors and other policy-making bodies and in social action programs.

COURSE DESCRIPTIONS

Biology 111-112 - General Biology 4 hrs. each

This is a two semester course involving the study of plants and animals. Coverage includes comprehensive units on cell structure and function, survey of plant and animal kingdom, genetics, evolution and ecology. Special units also include thorough study of the anatomy and physiology of the flowering plants and another unit on the anatomy and physiology of the organization and systems of higher animals with special emphais on human beings. Laboratory charge: $5.00 per semester.

Biology 121-122 - Biology of Man 3 hrs each

This is a two semester course involving a detailed study of the anatomy and physiology of the human body. All of the systems will be studied with emphasis placed upon the naming of the main parts along with their functions in maintaining a condition of heal Additional information will include the study of such malformations and malfunctions which seem appropriate and any other related areas deemed useful. This course is open to all students but first choice is given to those students who need this course as a requirement, i.e. those in nursing and dental hygienist programs.

Child Development 101 - Pre-natal to Adolescence 4 hrs.

A study of the physical, emotional, social and intellectual growth of the child with emphasis on pre-natal, infancy, early childhood latency and adolescence. Two hours of observation in programs for young children required per week. Three hour lecture.

Child Development 212 - Development of the Exceptional Child 3 hrs.

A study of children whose development does not follow normal patterns. Consideration is given to such problems as identification, diagnosis and potential assessment. Survey is made of appropriate instruction and remedial teaching of mentally retarded, physically handicapped, gifted and maladjusted children. Prerequisite: Child Development 101.

Child Development 213 - Education of the Deprived Child 3 hrs.

This course explores the effects upon the developing child of the social and economic factors associated with "cultural deprivation" in our society today, defines these in terms of specific assets and liabilities relevant to educational achievement, and reviews programs designed to meet the education needs of children of different ages from a variety of backgrounds. Prerequisite: Child Development - 101.

Education 110 - Creative Activities in the Elementary School 4 hrs.

This course is designed to provide a general background in the areas of arts and crafts, dramatic narrative-reading and music. The teacher, teacher-aide and others who work with children must frequently provide or assist in creative activities for the elementary child; the course objective is to provide experience with creative materials and to emphasize the ability to express thoughts and emotions in art, music and dramatic narrative.

Education 190 - Techniques of Pupil Supervision & Classroom Management. 3 hrs.

The philosophy of discipline; the democratic-authoritarian dichotomy; voice quality personality and adult attitudes; and techniques for the classroom, lunch or bus supervision, playground supervision, the study hall, social and athletic events are among the subjects included in this course. Classroom management details such as attendance, and general record keeping are also covered.

COURSE DESCRIPTIONS

Education - Practicum: The Teacher Aide in the Elementary School 4 hrs.

Placement in the elementary school setting as a teacher aide under supervision. The student will spend a minimum of 10 hours per week as a teacher aide. Two additional hours will be spent in class discussion, and one additional hour for individual conferences.

English 101-102 - Composition 3 hrs. each

The main objective of the course is to develop the ability to write clear, correct, effective exposition. This is implemented through the reading and writing of various types of prose: narration, description, definition, analysis, criticism and argument. The writing and revision of approximately one theme per week is required. In addition to writing activities the student reviews the fundamentals of grammar and spelling.

English 102 3 hrs.

This course emphasizes continued progress in effective writing and establishes criteria for interpretation, analysis and criticism of prose, poetry and drama. The student learns methods of research and writes a correctly documented investigative paper.

Humanities 201 3 hrs.

This course is devoted to a study of the Greek and Hebrew elements in Western Civilization and their influence in forming the aesthetic, moral and political values of the modern world. Readings include a short version of the Bible and selections from the works of Homer, Plato, Plato, Putarch and the Greek Tragedians.

Humanities 202 3hrs.

This is a course separable from Humanities 201, which is not a prerequisite. The course work is about equally divided among literature, painting and music. Emphasis is upon formal structure of these works, and upon analysis rather than appreciation.

Literature 211 - American Literature 3 hrs.

A study of American literature from the colonial period to the Civil War. This course acquaints the student with the styles, techniques, and themes of the major writers responsible for shaping the traditions of American Literature.

Literature 212 - American Literature 3 hrs.

A study of American literature from the Civil War to the present. Emphasis is placed on the peculiarly American as well as the universal themes which recur throughout the poetry, dramas, short stories and novels of the major American writers.

Media Technology 103 - Use of Media and Equipment for Education Majors 3 hrs.

Utilization of audiovisual materials. This course particularly acquaints teachers and technicians with use of media and equipment. Four periods per week.

Physical Education 103 - Elementary Games 1 hr.

Students are given theory, practice and competition in elementary school games, activities and rhythms. Instruction is geared for adults interested in youth groups, the pre-professional student as well as regular.

COURSE DESCRIPTIONS

Physical Education 150 - Introduction to Physical Education 2 hrs.

This course is an orientation classroom course to begin the pursuit of physical education in a major and minor field. The history of physical education, athletics and other leisure time activities is discussed along with the presentation of activity offerings in the schools, activity and administrative problems for the teacher and the coach and career opportunities.

Physical Science 111 - Survey 4 hrs.

This is a course designed to give the non-science major an understanding and appreciation of the fundamental concepts of physical science. The development of the scientific method is stressed. The course includes the fundamentals of solar astronomy and the physical universe; elementary essentials of physical and historical geology; classical Newtonian mechanics; and the study of heat energy and its applications.

Psychology 101 - Introduction to Psychology 3 hrs.

An overview of the research theories and methods involving the basic psychological principles of human behavior including the role of heredity, maturation, environment, behavioral development, sensory processes, perception, motivation and emotions.

Psychology 202 - Educational Psychology 3 hrs.

The application of psychological principles of learning, motivation, testing, personality adjustment, mental hygiene to teaching in the elementary and high schools - including an understanding of the physio-social and emotional and intellectual development of children from birth to maturity. Prerequisite: Psychology 101.

Psychology 203 - Abnormal Psychology 3 hrs.

The development of personality from infancy through old age, and the factors: genetic, organic, and social, which affect it, including deviant and defective personality and mental illness, will be treated. Psychoneuroses and psychoses and their origins in individual life careers, and the types of milieus in which they are produced will be discussed. Emphasis will be upon the psychodynamics of "normal" personality, and how society may produce more self-actualizing and productive personalities and diminish the proportions of deviants and defectives.

Social Science 101-102 - Introduction to the Study of Contemporary Society 3hrs each.

A two semester course in the application of basic social science fact and theory to significant aspects and problems of contemporary society, particularly American. Course objectives include a knowledge of the main features of American society and the ability to analyze and interpret human behavior in a broad social setting. The first semester includes the biological and psychological foundations of human behavior, the nature of society and culture, social change, communities, family life, and education. The second semester stresses the political and economic aspects of national and international society. Topics include American economic and political traditions and practices, the emerging political economy, communism and Soviety society, diplomacy, international organizations, and the Cold War. To illustrate the use of social science perspective, three problems of widespread concern are studied intensively during the year. One of these is a problem of international concern. Social Science 101 is a prerequisite for 102.

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COURSE DESCRIPTIONS

Social Science 111 - Modern Social Problems 3 hrs.

This course is devoted to examination of such modern social problems as urban population, ethnic relations, poverty, deviant behavior and migratory workers. The course should be of special interest to persons who expect to enter human service fields such as teaching, social work, government, health services, business administration and law. The course should also be of interest to those who desire a one-semester, general course in the social sciences. (Not recommended for sociology majors)

Sociology 210 - Marriage and the Family 3 hrs.

This course will deal with the problems and conditions of family life and family relationships, including family patterns and the influence of the contemporary society on the family. Emphasis would be placed on love, interaction dating, courtship, engagement, mate selection, marriage, child rearing, material problems and divorce.

Sociology 212 - Urban Sociology 3 hrs.

This course will study the urban community as both historical event and the contemporary experience. Emphasis will be placed upon the urban problems of the United States, particularly those of the Chicago area. The metropolitan area will be examined in terms of personal and social disorganization, race and ethnic relations, social stratification, industrial relations, political sociology and voting behavior.

Spanish 101-102 Elementary Spanish 4 hrs. each

Aural - oral skills are developed. The contents of this course include the fundamentals of grammar, composition, conversation and an introduction to reading. Open to those who have had no Spanish. Those with one year of high school Spanish may enter 101 or 102. Students with two years of high school Spanish will not be admitted to 101 or 102.

Speech 101 - Principles of Speech 3 hrs.

This is a course in the theory and practice of oral communication. Emphasis is placed on speaker's confidence, audience reaction, ideas and materials, use of voice, bodily activity, organization, and language. The students are given many opportunities to speak and are led to develop standards of criticisms.

GOVERNORS STATE UNIVERSITY
INFORMATION SHEET
January, 1970

HISTORY: Established July 17, 1969, as a free-standing Senior Division University to serve junior/community college transfers working toward baccalaureate and masters degrees, beginning in the fall of 1971 with an enrollment of about 500.

CAMPUS SITE: 750 acres in Will County bordered on the west by US 54 and IC railroad, on the north by Stuenkel Road, on the east by Crawford Road, and on the south by Dralle Road.

ADMINISTRATIVE OFFICES: Suite 2, 300 Plaza, Park Forest, Illinois.
Telephone 312/747-9300.

MISSION: An open, humane, efficient, innovative, experimenting institution that is future-oriented, service minded, and seeking qualitative excellence.

ACTION OBJECTIVES: Four action objectives serve as guides to planning and development; a) job efficiency; b) functional citizenship; c) intra-and interpersonal relationships; and d) cultural expansion.

ADMISSION: 60 credit hours of C grades or an Associate Degree, or equivalent. Generally an "open door" policy on a first-come first-served basis.

PROGRAMS: Strong core of liberal arts and sciences with emphasis on work-study and cooperative education programs to prepare teachers, social workers, librarians, urban planning specialists, institutional managers, business and public administrator systems analysts, scientists, and applied scientists in industry, health, and environmental quality.

ORGANIZATIONAL STRUCTURE: Initial plans call for four purposeful, comprehensive colleges -- a) Environmental and Applied Sciences; b) Human Cultures; c) Human Learning and Development; and d) Commercial and Public Service each to be no larger than 1,500 students.

EDUCATIONAL PROCESSES: Instructional materials student-centered, highly individualized, and self-paced utilizing many modes and strategies and variety of media to provide humanistic teaching-learning envirc̄ment where instructors and students interact as members of teams. Major emphasis on interdisciplinary and intercollegiate studies relevant to improvement of the quality of life for man. Instructional and curriculum research and evaluation teams to support instructional programs.

PLANNING AND DEVELOPMENT UNITS: a) GSU staff--comprehensive planning; b) Educational Testing Services --needs assessment; c) Davis, MacConnell, and Ralston -- educational program planning; d) Johnson, Johnson, and Roy--campus site planning; e) Instructional Dynamics, Inc. -- instructional technology planning; f) Evans Associates/ Caudill, Rowlett, and Scott--architectural plans; and g) McKee, Berger, and Mansueto -- overall management and cost control. University-wide advisory groups composed of junior/community college administrators, faculty and students, lay, professional, industrial, and business representatives in the community.

1/21/70 SAJ

Phase II Final Report

INTERPRETIVE ANALYSIS OF PILOT A CURRICULUM

Prepared by Jean Wetzel

Project No. 7-0329
Grant No. OEG-0-8-070329-3694(085)
SOCIAL SERVICE AIDE PROJECT
For the Training and Education
of Paraprofessionals

September 30, 1970

Career Options Research and Development
-A Special Project of
the Young Men's Christian Association
19 South La Salle Street
Chicago, Illinois 60603

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U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
Office of Education
Bureau of Research

INTERPRETIVE ANALYSIS OF PILOT A CURRICULUM

INTRODUCTION

Prairie State College now offers seven courses "specialized" for the Social Service Aid Program. Additional credits in English, Biology, Physical Education, the Social Sciences and the Humanities are required for the AA degree. The following charts display the correspondence between 1) specialized courses and Human Services Core Curriculum, and 2) content of required courses and the Core Curriculum Outline for an AA Degree.

The section following the graphs takes a closer look at the Group Work and Practicum courses, what they were intended to do, how successful they were, and their significance to SSAP (CORD) .
(See also Fourth Quarterly Report, 1970, for Organizational Diagram and Workshop appendices and Pilot A Evaluation)

CHART I INTERPRETATION

Prairie State's SSA courses, as taught during the fall semester of 1969, the spring semester and summer session of 1970 included some but excluded much of the content specified by the Human Services Core Curriculum.

It should be noted (see PSC contract) that Prairie State did not commit itself to testing of the entire curriculum. In planning the new courses introduced in the past school year, the instructors incorporated as much of the core content as could be generically related to the focal area of Group Work and Sociotherapy.

CHART I

Comparison of Human Services Core Curriculum with Prairie State College Specialized Social Service Aide Courses.

	Prairie State College							
	SS101	SS102	SS201	PR201	SS202	SS203	SS210	PR111
Core Curriculum *								
Orientation to Human Services (3)								
I Development of Social Work in Modern Society (History and Philosophy)	X							
II Social Service as a Profession	X	X						
III Methods of Social Service	X				X	X	X	
IV The Social Worker: Roles & Commitment	X					X	X	
V The Helping Process		X	X		X	X		
Communication in Human Service I (3)								
I Programmed Listening								
II Forms & Procedures			X					
III Report Writing			X					
IV Media (inc Machines)								
V Simple Mathematics (inc. simple statistics)			X					
American Ethnic Groups (3)								
I Intro to Comparative Cultures							X	
II Black Americans								
III Appalachian Whites								
IV Spanish American								
V American Indian								
VI Northern, Eastern & Southern European								
VII Oriental								

* Major headings are notated here; however, total content was considered in determining degree of correspondence.

CHART I (continued)

Core Curriculum	Prairie State College SSAP							
Techniques of Organization & Decision Making (2)	SS101	SS102	SS201	PR201	SS202	SS203	SS210	PR11
I Organization in Modern Society							X	
II Concept of Over-lays								
III Man, Groups, Institutions						X	X	X
IV Formal Organization theory								
V Authority, Policy, & Administration						X		X
VI Organizational Techniques Specialized and Work Division								
VII Organizational Pattern						X		
VIII Communication						X		X
IX Leadership						X	X	X
X Decision Making Process								
Human Growth & Development I & II (6)								
I Intro and Overview (Basic Concepts)								
II Prenatal Period								
III Infancy								
IV Preschool Years (2-5)								
V Middle Years (school age)								
VI Adolescence								
VII Early Adulthood								
VIII Middle Age								
IX Old Age (65 & over)								
Physical Education I (1)								
I Non-Violence Philosophy								
II Self Defense (non-violent)								
III Techniques of Self Defense								

CHART I (continued)

Core Curriculum	Prairie State College SSAP							
	SS101	SS102	SS201	PR201	SS202	SS203	SS210	PR2
Human Biology I - Principles of Health (3)								
I Anatomy								
II Human Physiology								
III Diseases in Man: Systemic and Symptomatic View								
IV Treatment of Disease								
V Good Nutrition & Good Food								
VI Exercise								
Communications in Human Services II (3)								
I Theory: Purposes, Processes, Problems						X	X	
II Application								X
Social Problems (3)								
I Intro: Purposes & Perspectives						X		
II Social Problems						X		X
III Methods of Solution	X	X					X	X
IV Specific Difficulties in problem-solving			X					X
Community Resources (2)								
I Intro to Social Service Structure	X	X						
II Social Service Community		X				X		
III Structure of Local Community							X	X
IV Legal Aspects of Social Service								
V Consumer Service								
Physical Education II (1) (Recreational Games)								
I Low level games								
II High level games								

CHART I (continued)

Core Curriculum	Prairie State College SSAP							
	SS101	SS102	SS201	PR201	SS202	SS203	SS210	PR
Human Biology II (Health Care)								
I. What is Health Care?								
II Care of infants								
III Care of Children								
IV Care of Adults								
V Emergency Care								
Abnormal Psychology (3)								
I Mental Health		X			X	X		
II Mental Diseases & Defects					X			
III Physiologic Modes of Treatment								
IV Psychological Modes of Treatment					X			
Group Process (3)								
I Purpose of the Course						X		X
II Definitions						X		X
III Approaches to the study of Group Process						X		X
IV Areas of Application						X		X
Creative Activities II (3)								
I Dramatic Narrative								
II Music								

CHART II A: Comparison of Prairie State College SSAP and Ideal Core Curriculum.

Ideal Core Curriculum		Prairie State Course Outline
First Semester		**First Semester**
Orientation to Social Service	(3)	(3) Social Service 101-Background of Social Welfare
Communication In Social Services I	(3)	(3) Biology 121-- Biology of Man
American Ethnic Groups	(3)	(3) Social Science 101 Intro to Study, Contemp. Societ
Techniques of Org. & Decision Making	(2)	(3) Psychology 101 Introduction to Psychology
Psychology 101 (Human Growth & Develp.)	(3)	(3) English 101*
Physical Education I	(1)	(1) Physical Education
Second Semester		**Second Semester**
Human Biology I (Principles of Health)	(3)	(3) Biology 122--Biology of Man
Communication in Social Services II	(3)	(3) Social Service 102--Intro to Casework & Couns.
Social Problems	(3)	(3) Social Science 102--Intro Study of Contemp. Soc.
Community Resources	(2)	(3) Humanities 201 or 202
Psychology 102 (Human Growth & Devlp)	(3)	(3) English 102 or Speech 101
Physical Education II (Recreation Games)	(1)	(1) Physical Education
Third Semester		**Third Semester**
Human Biology II (Health Care)	(3)	(3) Research Methods, Statistics,
Abnormal Psychology	(3)	(3) Social Service 201-Reporting & Recording
Group Process	(3)	(3) Psychology 102-Human Growth & Development
Creative Activities I	(3)	(3) Practicum 201
Practicum I	(3)	(3) Sociology 211 --Intro to Sociology
		(3) Elective
		(1 or 2) Physical Education
Fourth Semester		**Fourth Semester**
Elective in Specialty	(3)	(3) Social Service 203-Group Work & Socio Therapy
Elective in Specialty	(3)	(3) Social Service 210-Community Organization
Elective in Specialty	(3)	(3) Social Service 202-Adv. Casework & Counseling
Creative Activities II	(3)	(3) Practicum 202
Practicum II	(3)	(3) Elective
		(1) Physical Education(not required if 2 credits above)

(Electives continued on next page)

CHART II A: Comparison of Prairie State College SSAP and Ideal Core Curriculum.

Ideal Core Curriculum

First Semester

Orientation to Social Service	(3)
Communication In Social Services I	(3)
American Ethnic Groups	(3)
Techniques of Org. & Decision Making	(2)
Psychology 101 (Human Growth & Develp.)	(3)
Physical Education I	(1)

Second Semester

Human Biology I (Principles of Health)	(3)
Communication in Social Services II	(3)
Social Problems	(3)
Community Resources	(2)
Psychology 102 (Human Growth & Devlp)	(3)
Physical Education II (Recreation Games)	(1)

Third Semester

Human Biology II (Health Care)	(3)
Abnormal Psychology	(3)
Group Process	(3)
Creative Activities I	(3)
Practicum I	(3)

Fourth Semester

Elective in Specialty	(3)
Elective in Specialty	(3)
Elective in Specialty	(3)
Creative Activities II	(3)
Practicum II	(3)

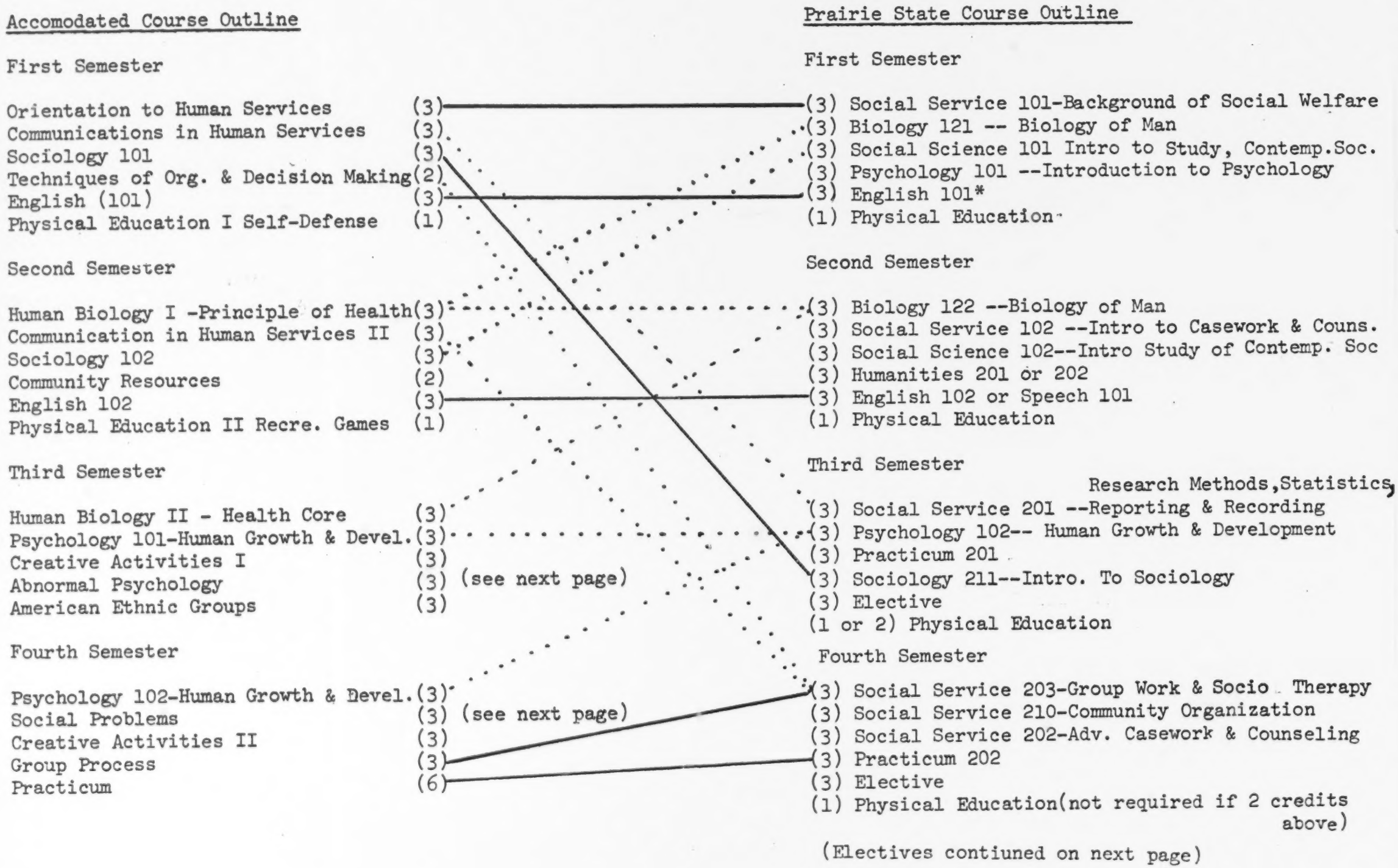
Prairie State Course Outline

Electives

(3) Psychology 203--Abnormal Psychology
(3) Psych - Soc. 215--Social Psychology
(3) Sociology 111--Modern Social Problems
(3) Sociology 210--Marriage and the Family
(3) Sociology 212-- Urban Sociology

*Communications Arts(5)may be required as pre-requisite.

CHART II B: Comparison of Prairie State College SSAP and Core Curriculum Accomodated For Standard Liberal Arts Requirements.



Accomodated Course Outline

First Semester

Orientation to Human Services (3)
Communications in Human Services (3)
Sociology 101 (3)
Techniques of Org. & Decision Making (2)
English (101) (3)
Physical Education I Self-Defense (1)

Second Semester

Human Biology I -Principle of Health (3)
Communication in Human Services II (3)
Sociology 102 (3)
Community Resources (2)
English 102 (3)
Physical Education II Recre. Games (1)

Third Semester

Human Biology II - Health Core (3)
Psychology 101-Human Growth & Devel. (3)
Creative Activities I (3)
Abnormal Psychology (3) (see next page)
American Ethnic Groups (3)

Fourth Semester

Psychology 102-Human Growth & Devel. (3)
Social Problems (3) (see next page)
Creative Activities II (3)
Group Process (3)
Practicum (6)

Prairie State Course Outline

First Semester

(3) Social Service 101-Background of Social Welfare
(3) Biology 121 -- Biology of Man
(3) Social Science 101 Intro to Study, Contemp.Soc.
(3) Psychology 101 --Introduction to Psychology
(3) English 101*
(1) Physical Education

Second Semester

(3) Biology 122 --Biology of Man
(3) Social Service 102 --Intro to Casework & Couns.
(3) Social Science 102--Intro Study of Contemp. Soc
(3) Humanities 201 or 202
(3) English 102 or Speech 101
(1) Physical Education

Third Semester

Research Methods, Statistics,
(3) Social Service 201 --Reporting & Recording
(3) Psychology 102-- Human Growth & Development
(3) Practicum 201
(3) Sociology 211--Intro. To Sociology
(3) Elective
(1 or 2) Physical Education

Fourth Semester

(3) Social Service 203-Group Work & Socio Therapy
(3) Social Service 210-Community Organization
(3) Social Service 202-Adv. Casework & Counseling
(3) Practicum 202
(3) Elective
(1) Physical Education(not required if 2 credits above)

(Electives contiuned on next page)

CHART II B: Comparison of Prairie State College SSAP and Core Curriculum Accomodated For Standard Liberal Arts Requirements.

Accomodated Course Outline

First Semester

Orientation to Human Services	(3)
Communications in Human Services	(3)
Sociology 101	(3)
Techniques of Org. & Decison Making	(2)
English (101)	(3)
Physical Education I Self-Defense	(1)

Second Semester

Human Biology I -Principle of Health	(3)
Communication in Human Services II	(3)
Sociology 102	(3)
Community Resources	(2)
English 102	(3)
Physical Education II Recre. Games	(1)

Third Semester

Human Biology II - Health Core	(3)
Psychology 101-Human Growth & Devel.	(3)
Creative Activities I	(3)
Abnormal Psychology	(3)
American Ethnic Groups	(3)

Fourth Semester

Psychology 102-Human Growth & Devl.	(3)
Social Problems	(3)
Creative Activities II	(3)
Group Process	(3)
Practicum	(6)

Prairie State Course Outline

Electives

(3) Psychology 203--Abnormal Psychology
(3) Psych - Soc 215--Social Psychology
(3) Sociology 111--Modern Social Problems
(3) Sociology 210--Marriage and the Family
(3) Sociology 212--Urban Sociology

*Communication Arts(5)may be required as pre-requisite.

Key: Chart II & IIB

The Ideal Core Curriculum represents what the research project would consider the ideal program in terms of the arrangement of courses and time freed for practicum and specialty training. It makes no accommodation to existing systems through inclusion of courses in English and Sociology, which are subjects already adequately covered in the courses delineated, although not with customary titles or traditional arrangement of subject matter.

The Accomodated Core Curriculum represents an accommodation to existing conditions in college with 30 Hours Liberal Arts requirement. The curriculum represents a total of 33 Hours due to the necessity of a six hour practicum rather than a three hour practicum. Nevertheless, no program need exceed 30 Hours due to the opportunity for specialized course deletion or substitution.

INTERPRETATION OF CHARTS IIA AND IIB

In viewing charts IIA and IIB, it is readily apparent that the total required content at Prairie State corresponds more closely to the "Accommodated" than it does to the "Ideal" Outline.

This finding, while not unexpected, can be seen as supporting the hypothesis that the process of testing innovative curricula in an on-going educational institution is likely to be a gradual process. The institution itself fits into a larger system, and by both preference and necessity maintains the structure of syllabus dictated by existing departments. Interdisciplinary impact is still a "thing" of the future, but increasingly of the near future.

Some PSC elective courses have been included in this chart. It is apparent that students electing to take these additional courses can increase the amount of HSCC content acquired. The charts do not show, however, that content alone is not sufficient. The CC was devised to uncover relationships between the bits of knowledge and of skills offered by the several traditional departments. We contend that understanding of these relationships would greatly contribute to the students' effectiveness in the delivery of human services, and that the college is wise to move in the direction of adopting the ideal HS curriculum.

GROUP WORK AND PRACTICUM COURSES

The new courses introduced this year were intended to do more than the testing of curriculum. Other purposes included:

1) attracting a "new kind of student" to Prairie State, in the words of Acting President Ashley Johnson.

2) to develop and to establish new teaching methods at Prairie State College.

3) to develop and evaluate materials supplementing the new teaching methods.

These additional goals were achieved in large measure. (See Pilot A Evaluation) The Group Work and Practicum courses set a high standard for innovation and achievement against which coordinators and faculty can evaluate "older" SSAP courses.